

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13-A

SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System (HCMS). (45 points)

We will consider the quality and comprehensiveness of each participating LEA's HCMS as described in the application. In determining the quality of the HCMS, as it currently exists and as the applicant proposes to modify it during the grant period, we will consider the extent to which the HCMS described in the application is--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	10	9
<p>Comments</p> <p>The application describes that there has been a collaborative effort among school leaders through the New Haven Federation of Teachers and the School Administrators Association to fully implement a School Change Initiative that centers on instructional improvement for all schools. The application shows that based on the Initiative that an explicit vision and commitment is shared among all stakeholders and is monitored through the Districts Reform Committee (p.2-3). A table depicting the alignment would have been helpful to the reader.</p>		
<p>(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools</p>	35	33

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13-A

and retaining them in those schools.		
<p>Comments</p> <p>The application describes that the TIF funds would allow for further development of their comprehensive Professional Development Program. It further explains that the Professional Development Program (PDP) would increase the number of effective educators and improve student outcomes by building collaboration among faculty and administrators, fostering a more positive educational culture within individual schools and targeting results to individual teachers to better enhance the academic achievement of the students they serve. The applicant explains that a HCMS is in existence; however, through TIF more activities could be implemented to refine and deepen the PDP. Those activities could have been explained more in the narrative (p.5).</p> <p>In addition, influences through the human capital management system have allowed the applicant to strongly enhance educator effectiveness based on the educator evaluation system. The application explains that performances on evaluations will be a central data source in identifying individual professional learning opportunities and needs, as well as performance/retention incentives (pp. 6-9).</p> <p>The feasibility of the HCMS described in the application is very evident. The LEA has prior experiences in implementing high quality evaluation system and in 2012 purchased TalentEd, an online platform to streamline paperwork and be able to track teachers and instructional managers (p.17).</p> <p>The commitment of the LEA's leadership to implementing the described HCMS is strongly evident and documented on page 18. The application indicates that the district's union and school leaders developed a proposed governance structure for the new Professional Educator Program and collectively discussed resources and timelines for implementation. Also, educators and school administrators took a survey and the results indicated that the teachers were supportive and committed to the evaluation system (Fig. 1, p. 18).</p>		
	TOTAL	45 42

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13-A

SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points) We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	1
<p>Comments</p> <p>The application indicates a finalized high-quality evaluation rubric which is on a 5 point rating scale: 5 being exemplary and 1 being needs improvement. For both teachers and for principals, the evaluation synthesizes student learning outcomes and professional competencies. On page 22, second sentence, the structure of the rubric is unclear due to an incomplete sentence.</p>		
(2) Each participating LEA has presented (4 points)-- (i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and (ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;	4	3
<p>Comments</p> <p>The applicant's rationale to support levels of student growth as it relates to performance levels of teachers is evident from the narrative that explains how student growth is measured by student progress from the student's given teacher (p.24). Teachers and the districts Instruction Manager (IM) systems sets goal for student learning and teachers are measured accordingly. Assessments and grade levels are presented within a chart on page 26 to illustrate how student growth is measured and aligned to student development.</p> <p>Although, the applicant presents the growth setting chart, the narrative prior to the chart is unclear. More detailed information explaining the chart could have been provided. The reader had to assume the connection due to the narrative and the title of the chart is different and unclear. For example, the narrative states that the figure will be "a goal setting guidance chart", however, the chart is labeled figure and it is called Figure 4: Growth Setting Guidance</p>		

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13-A

for the TEVAL (p.26).

Lastly, there is strong evidence that the applicant references research and best practices that support its student growth model. The applicant explains the use of the Colorado Growth Model as a tool that validates and supports its goal setting process for teachers and schools (p.27).

(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);

13

9

Comments

The applicant has developed an evaluation system that provides multiple teacher and principal observations. Teachers are evaluated by their IM (Instructional Manager). An IM could be a Principal, Assistant Principal or other school administrator. The applicant explains that teachers are observed at least 2 times and one informed conference is required. The application further indicates that the events that will be observed are diagnostic and planning sessions, and professional interactions that contribute to learning and school community (p.29). However, this section could have been strengthened by providing specific details of other events evaluated.

Principal observations are conducted by the Director of Instruction and are done at least twice a year. The application does not specifically explain the qualifications of the persons responsible for conducting the evaluations/observations. The narrative does explain that further development of the evaluation process will be conducted (pp. 20-24).

The accuracy of raters in using the observation tools and the procedures for ensuring a high degree of inter-rater reliability is ambiguous. Although, the applicant explains how they arrive at a final rating for a teacher, it does not explain how it controls for the accuracy of raters; a more specific explanation of training, qualification of observers and procedures would have been helpful. There is little evidence of a high-quality evaluation plan for administrators. More details of the evaluation plan for administrators would have been helpful.

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13-A

(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);	4	4
<p>Comments</p> <p>The application indicates that the LEA is in their second year of implementing the evaluation system. They have currently adopted the Colorado growth model to measure development among school and teacher level (p. 33). The Colorado growth model as explained in the document suggests that the model will allow the LEA to track student growth, both at the school and teacher level. This model would allow for observational data of educators and disaggregated data of student outcomes would inform individual professional growth as well as student achievement (pp. 33-37).</p>		
(5) In the case of teacher evaluations, the proposed evaluation system (6 points) -- (i) Bases the overall evaluation rating for teachers, in significant part, on student growth; (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;	6	4
<p>Comments</p> <p>The applicant implies that the TEVAL evaluation systems previously in operation will be continued as an integral part of the teacher and principal evaluation systems. These systems have proven to systematically improve student growth. Even though these evaluation systems may facilitate the exodus of unsuccessful teachers, there is little evidence on how the evaluation system will impact teachers of other populations (i.e., ESL or student with disabilities) (pp. 35- 36).</p>		
(6) In the case of principal evaluations, the proposed evaluation system (6 points) (i) Bases the overall evaluation rating on, in significant part, student growth; and (ii) Evaluates, among other factors, a principal's practice in--	6	4

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13-A

<p>(A) Focusing every teacher, and the school community generally, on student growth;</p> <p>(B) Establishing a collaborative school culture focused on continuous improvement; and</p> <p>(C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>		
<p>Comments</p> <p>The principal's evaluation and overall rating is based on 5 domains of professional competencies: Vision, Instructional Practice, Culture, People Leadership and Operational/ Organizational Leadership (pp. 23-24). The instructional goals development process to improve student growth is similar to the teacher's process (p.26). However, there is no mention of supporting the academic needs of special student populations, ESL or a system that supports co-teaching or provides resources to intervention services of special activities.</p>		
<p>TOTAL</p>	<p>35</p>	<p>25</p>

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13-A

SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points)

We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8
<p>Comments</p> <p>The applicant has established Data Days within the academic year to review and analyze data. TalentED has allowed the applicants to electronically manage, disaggregate and distribute data to demonstrate student growth (p. 37).</p>		
(2) Provide professional development in a timely way (2 points);	2	1
<p>Comments</p> <p>The new platform (TalentED) and the Talent Office will allow the applicants to streamline their data collecting and managing processes to better allow schools and districts to meet the needs of the students. It is unclear how the new system allows the applicant to provide professional development in a timely way. It is the assumption of the reader that a more electronic system would allow for a timely implementation of professional development; however, there is no specific mention of this item in the narrative (p. 38).</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5
<p>Comments</p> <p>The application provides school-based, job-embedded opportunities for educators to transfer new knowledge into instructional practices, include mentoring, coaching, lesson study and</p>		

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13-A

<p>class visitations (p.38). The applicant further explains that these opportunities allow for “evaluating and solving” problems of practice directly, to further improve teacher practices that will ultimately impact student outcomes. Further, job-embedded opportunities are and will continue through their Professional Educator Program in which school leaders will have mentors to collaborate with to improve practice.</p>		
<p>(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).</p>	<p>20</p>	<p>15</p>
<p>Comments</p> <p>The applicant’s system and the Instruction Manager (IM) allows for professional development that will likely improve instructional practices by the frequent observations and feedback from principals and coaches, model lessons performed by the coaches, release time to observe other teachers and lastly, the weekly coaching of lesson plan development. Nonetheless, it is unclear how it will improve leadership practices. Again, there is an underlying assumption that these practices would improve leadership. The applicant provides information regarding the overall district’s professional development need for teachers which is classroom management (p.40).</p>		
<p>TOTAL</p>	<p>35</p>	<p>29</p>

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13-A

SELECTION CRITERION (d) Involvement of Educators. (35 points)

We will consider the quality of educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems described in the application. In determining the quality of such involvement, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	10
<p>Comments</p> <p>There is strong evidence by documentation of collaboration between the district, the unions and teachers that the applicant has educator involvement in the design of the PBCS. The applicant has established a steering committee called the Reform Committee that currently meets to monitor the system. Collaboration among all parties will allow for unity and strong infrastructure development in implementing their system which will foster a positive relationship among educators to produce the greatest impact on student achievement. The structure of the committee is documented in section B of the application.</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	25
<p>Comments</p> <p>The applicant provides documented evidence of future support through a letter from the President of the New Haven Federation of Teachers (dated July 27, 2012), TEVAL Survey and other letters of support (located in Appendix MA 3). For example, the survey of educators indicated that teachers and administrators support the elements of the PBCS. The results also indicate that over a 3 year period beginning in 2010 to 2012, teachers and administrators grew to support the elements as more development, trainings and implementation took place.</p>		
TOTAL	35	35

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13-A

SELECTION CRITERION (e) Project Management. (30 points)

We will consider the quality of the management plan of the proposed project. In determining the quality of the management plan, we will consider the extent to which the management plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>The application provides extensive details of the Talent Office and specifically outlines roles and responsibilities of key personnel (pp. 44-45). The applicant documents the roles and responsibilities of key personnel including three administrators, three teachers, and the Assistant Superintendent (the Talent Council) who will participate in the implementation the TIF 4 Grant.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The applicant stipulates adequate human resources through the creation of the Talent Office headed by the Talent Office Director to complete project tasks. (pp. 44-46). Although this office has previous experience and sufficient human resources to complete the project tasks, the applicant indicates that they will use short term assistance from consultants to assist in the continued development and implementation of the system to insure effective management (p. 47).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	2
<p>Comments</p> <p>The application provides objectives and performance measures; however, a narrative explaining the measures would have been helpful to the reader (pp. 47-49). The chart provided on page 48 of the document provides strategic categories of intervention; however, it does not clearly project objectives and performance measures.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p> <p>The application provides a sound description of the evaluation plan for the Professional Educator</p>		

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13-A

<p>Program. An internal evaluation will be conducted and led by the district's Talent Office. In addition, the district will contract with RAND, an independent team of experts to evaluate the overall implementation of the program and each dimension of the management system (p.50). A neutral party can be more objective in providing input and professional development to the LEA.</p>		
<p>(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).</p>	8	6
<p>Comments</p> <p>Although the application indicates a timeline for implementing the components of the HCMS, PBCS, and the educator evaluation systems, more specific in the timeline would have been helpful. The narrative prior to the timeline is also vague and would have been strengthened by providing more specifics to the components and the timeframe in which they will be implemented (p. 52-53).</p>		
<p>(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).</p>	4	2
<p>Comments</p> <p>The application has a project timeline; however, it lacks details for completing the tasks and achieving objectives. A narrative specifically explaining the timeline prior to the actual timeline would have provided a better understanding of the timeline and how the applicant will achieve its objectives (p. 53).</p>		
TOTAL	30	23

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13-A

SELECTION CRITERION (f) Sustainability. (20 points)

We will consider the quality of the plan to sustain the proposed project. In determining the quality of the sustainability plan, we will consider the extent to which the sustainability plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	10
<p>Comments</p> <p>The applicant explains that financial sustainability is important and plans to hire an outside consultant to support the analysis of current expenditures to identify resources that can be reallocated in order to sustain the Professional Educator Program (pp. 53-57). For example, the application indicates that the Superintendent is committed to improve student performance and implement this innovative system, that the district has secured philanthropic resources to support the reform efforts documented in this proposal (p.54).</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	10
<p>Comments</p> <p>The application indicates that school administrators and the Superintendent are committed to the TIF and have been committed to school change. It further explains that over the past three years, the district has provided a strong focus on capital and resources to improve student growth and will continue to secure philanthropic resources to support the reform efforts of the district after the grant period (pp. 53-57).</p>		
TOTAL	20	20

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13-A

Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)

	Total Possible	Assigned Score
<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	20	11
<p>Comments</p> <p>The first paragraph is unclear and makes reference to a current teacher salary schedule not provided in the narrative. However, after carefully searching through the document a salary scale was located. The applicant supports the idea that a performance based salary structure is appropriate for the high need schools (Tier III) by awarding bonuses for educators who work in those settings. Although the application indicates a salary structure that is appropriate to hire and retain educators in high-need schools, it fails to provide specific details as to how it will support the salary structure (p.57). On page 60, the applicant explains that additional funds will come from the general LEA budget. A more detailed plan and budget proposal would allow the reader to better understand the extent in which the proposed system’s implementation is feasible.</p>		
TOTAL	20	11
GRAND TOTAL	220	185

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13-A



The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13B

SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System

(HCMS). (45 points) We will consider the quality and comprehensiveness of each participating LEA's HCMS as described in the application. In determining the quality of the HCMS, as it currently exists and as the applicant proposes to modify it during the grant period, we will consider the extent to which the HCMS described in the application is--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	10	10
<p>Comments: The applicant has a clearly defined vision and has identified examples of instructional growth and instructional improvement throughout the plan. Pages 3-5 identify specific goals of instructional improvement. They identified two emphases on professional competencies and professional impact. They have identified a multiple measure evaluation process which includes a rubric, which is designed for meaningful developmental feedback for teachers and leaders. This rubric will be used to help improve teacher instruction, engage student learning and leadership practices.</p>		
<p>(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>	35	35

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13B

Comments 2-I The applicant provided data that showed an increase of effective education in the high need schools by re-staffing of 10% of the district's schools through contractually enabled turnaround. (pg.6) The applicant proposed a well developed plan for teacher and principal observations, building upon their pilot evaluation system. This process is likely to improve the number of effective educators in high need schools. This process would also impact on teacher instruction in high need schools.

2-ii The applicant proposed a well developed plan for teacher and principal evaluation. The evaluation system which is in place now has a rubric that has a five part summative rating scale for teachers and principals. The applicant is planning to implement performance incentives to be negotiated for the upcoming contract (pgs. 16-21). This process will enable teacher engagement across the district by allowing leaders to engage in deeper analysis of teacher competencies across schools. This process will also allow administrators to target professional development and teacher evaluation by using data to inform instruction.

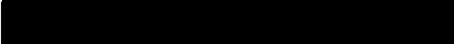
2-iii The applicant clearly has identified an evaluation system that can be used to help inform human capital decisions. The plan indicated that the LEA has thoroughly explored the TalentEd on line platform for performance. This plan indicates that the LEA will use a rubric to track teachers, instructional managers, as well as map student growth data with other school resources as contained in section B on Educator Evaluation. (pg. 20)

2-iv The applicant has shown through an evaluation chart of teachers and administrators response to the overall teacher evaluation system. This chart shows teacher satisfaction with the evaluation system. The chart also shows an increase in the evaluation system of staff from 2010-2012. Based on the table on page 18 over a three year period teachers and administrators clearly agreed to the evaluation system. Based on training, discussions and implementation of some elements of the evaluation system teacher satisfaction increased.

2-v The applicant has identified effective strategies and incentives in the Pep system to continue to build culture and the system of their HCM. Under the Pep program they have differentiated compensation alternatives (pgs. 10-20). Through implementing compensation to teachers, teachers are more likely to be more willingly to take on extra duties. These incentives also assisted on teacher buy-in to lateral change. This compensation will enable the district to have more effective and above educators to work in high need schools. The applicant indicates that the estimated size of these bonuses and stipends are appropriate for the purpose of significantly increasing the effectiveness of the educator workforce through recruitment and retention and increasing the equitable distribution of effective educators.

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13B

<i>TOTAL</i>	45	45

SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points) We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
Comments: The applicant proposes a well developed evaluation tool that includes a summative five part rating scale for teachers (pg. 22). The plan indicates that the LEA has a similar rubric for principals.		
(2) Each participating LEA has presented (4 points)-- (i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and (ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;	4	2
Comments: 2-i The applicant provides a clear rationale on page 24 that supports how student growth is measured by the teacher. The LEA developed a system with a rubric that allows the		

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13B

teacher to differentiate and disaggregate data during the course of the year (pg. 25).

2-ii The applicant methodology is designed to support best practices for both teachers and principals. The LEA has developed a growth chart with measurable goals for the year. This chart is developed by subject and grade (pg. 26). The applicant growth chart setting chart narrative lacks clarity. (pg.26) The applicant’s rationale to support levels of student growth as it relates to performance levels of teachers is evident from the narrative that explains how student growth is measured by student progress from a student’s given teacher (24). Teachers and the districts’ Instruction Manager (IM) systems set goals for student learning and teachers are measures accordingly. Assessments and grade levels are presented within a chart on page 26 to illustrate how student growth is measured and aligned to student development.

(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);

13

9

Comments: The applicant developed a comprehensive evaluation system that provides multiple teacher observations. Teachers are evaluated by their IM (Instructional Manager). The applicant explains that teachers are observed at least two times and one formal conference is required. The applicant also explains that the person doing the observations is called an observer. (Pg 28,30) The plan includes graphs and charts (Figure 5, page 31). These charts help staff to determine the individual’s overall rating. Figure 6 on page 32 provides principals and teachers with a Pie Chart rating represent the percent of teacher performance.

Principal observations are conducted by the Director of Instruction and are done at least twice a year. The applicant does not fully explain the qualifications of the persons responsible for conducting the evaluations and observation process that will be conducted.

(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);

4

4

Comments: The applicant has shown evidence of implementation of a comprehensive

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13B

<p>evaluation system for student growth for both teachers and principals. The LEA has also shown evidence of student growth through charts as well as a comprehensive evaluation system for educators (pgs. 26 & 31).</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) -- (i) Bases the overall evaluation rating for teachers, in significant part, on student growth; (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>	<p>6</p>	<p>3</p>
<p>Comments: 5i- The applicant demonstrated in plan student learning and growth ratings impact on the teacher evaluations. An example of this was given in Figure 5. The matrix shows the intersection of the teacher observation and growth components and how they translate to the teacher's final rating (pg. 31). 5ii- The applicant has a well developed teacher evaluation plan. However, it does not address teachers of special student populations, including students with disabilities and English Language Learners.(pg. 28)</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points) (i) Bases the overall evaluation rating on, in significant part, student growth; and (ii) Evaluates, among other factors, a principal's practice in-- (A) Focusing every teacher, and the school community generally, on student growth; (B) Establishing a collaborative school culture focused on continuous improvement; and (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p>6</p>	<p>5</p>
<p>Comments: 6i- The applicant indicates that the principals' final rating include three evaluation elements, with one being student learning growth. The applicant indicates that the principal is assigned a student learning growth goal during the goal setting process with the Director of Instruction (pg. 28). This process builds collegial discussion between the teacher and the</p>		

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13B

<p>Director of Instruction. Goal setting also helps the teacher drive instruction to meet the needs of the students and teacher’s professional growth.</p> <p>6ii- (A)(B) The applicant evaluation plan does address every teacher focusing on student growth. It also has developed a collaborative and cohesive plan to impact school culture for the intent of continuous improvement. The LEA has identified their Professional Development will be refined and expanded to meet the needs of the teachers and principals. The expansion included empowerment through use of data, collaboration to improve practice, and the responsibility of the educator to improve practice. (pg. 33)</p> <p>6c- The applicant has a well developed principal evaluation plan. However, it does not address the academic needs of special student populations including students with disabilities and English Language learners. The goal of any plan is to improve educator efficacy to impact student growth.</p>		
TOTAL	35	25

SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points) We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8
<p>Comments: The LEA’s professional development is developed and based on survey data collected from teachers. The applicant has identified school based Data Days which embeds professional development and collaboration in assessment of data identifying student needs. The applicant used disaggregated data to identify and respond to district needs (pg. 37). The LEA has an electronic evaluation system TalentED in place which provides teachers and leaders</p>		

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13B

with expanded data (e.g., student achievement, student growth, and teacher observations) to plan instructional needs and educators' strengths and weaknesses (pg. 37).		
(2) Provide professional development in a timely way (2 points);	2	2
Comments: The applicant proposes a well developed professional development system that allows six formal professional development sessions a year within their content area; and three formal professional development sessions occurring after school on a monthly basis (pg. 34). The value of frequent and timely evaluation helps build professional development needs of individual educators and schools.		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5
Comments: The applicant provides professional development and has several programs in place to support staff. These structures include coaches, a mentoring program, collaborations and individualized development plans which are created during the evaluation process. Teacher leaders, emerging leaders, principals and mentors are all part of building capacity. The LEA provides professional development support within schools by having colleagues help identify instructional needs and resources to meet building needs. (pg39)		
(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).	20	15
Comments: The applicant has clearly identified professional development that focuses on best practices, teacher improvement and leadership development. The LEA has identified teacher training in new curriculum and common core standards in cohorts. The plan indicates in the area of leadership development that the district has implemented a scaffold for its leadership program. The LEA has developed a practice of Instructional Rounds; and a mentorship program for teachers (pg 35). The LEA has embedded coaching, both through managers and teacher and principal experts through the Pep program. However, specific professional development based on improving student growth was not clearly evident. Professional development for improvement of leadership was also not addressed.		
TOTAL	35	30

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13B

SELECTION CRITERION (d) Involvement of Educators. (35 points)

We will consider the quality of educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems described in the application. In determining the quality of such involvement, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	10
<p>Comments: The applicant provides evidence of teacher involvement in the design of PBCS and the educator evaluation system. The LEA and the Federation of Teachers signed a new teacher’s contract and it established an evaluation and development system (TEVAL) created collaboratively by New Haven and the NHFT (pg. 21). The LEA provides support that the professional educator program is an out-growth of ongoing discussions between educators, administrators and the reform committee (pg. 43).</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	25
<p>Comments: The applicant provided ten letters of support. From these letters the New Haven Federation of Teachers and American Federation of Teachers President’s wrote their support of school change and their support of collaboration between the school and the teacher’s union (MA3). Teacher support throughout this plan was evident. (Section B).</p>		
TOTAL	35	35

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13B

SELECTION CRITERION (e) Project Management. (30 points)

We will consider the quality of the management plan of the proposed project. In determining the quality of the management plan, we will consider the extent to which the management plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments: The LEA has clearly identified in the plan that they will create a talent office within the district's central office. The LEA identified that the office will be responsible for professional educator programs, evaluation and development, professional learning and career development and recruitment (pg. 45). Directors were identified in the plan for these programs.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments: The applicant's plan provides documentation of support to further build office capacity for management and use of TEVAL and PEVAL systems. The LEA has described the hiring of seventeen new staff. The LEA has included a chart that identifies the additional resources needed (Figure 7, pgs. 47 & 48).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	2
<p>Comments: The applicant proposed a plan that projected objectives and performance measures (pgs. 48 & 49). The plan indicates specific objectives. However, the plan lacked clarity on how the outcome would be measured.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments: The applicant proposed a well developed evaluation plan for the professional educator's program. The plan included three components for effective monitoring, which would be done internally by the district (pg. 50). The components include Internal performance, External monitoring, and External evaluation. The plan also included an independent team of experts who would examine the implementation of the program.</p> <p>This effort will ensure fidelity, feedback, and useful information for improvement.</p>		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation	8	7

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13B

systems, including any proposal to phase in schools or educators (8 points).		
Comments: The applicant indicated that the proposed professional educator’s program has components that would be implemented immediately. The applicant also states that other parts of the plan would not be implemented until after year two. (pg. 51). The plan included a comprehensive implementation schedule, though it could have provided greater specificity. (Figure 8, pgs. 52 & 53).		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	3
Comments: The applicant submitted a reasonable timeline for year one (Figure 9, pg. 53). The timeline identifies specific tasks and contacts under its plan. The proposal lacks details for completing tasks for achieving goals past year one.		
TOTAL	30	25

SELECTION CRITERION (f) Sustainability. (20 points)

We will consider the quality of the plan to sustain the proposed project. In determining the quality of the sustainability plan, we will consider the extent to which the sustainability plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	10
Comments: The applicant identifies that their State and Superintendent are committed to improving student performance (MA3). This commitment has been demonstrated through human capital and financial capital needed to develop a vision for and implement school change. The LEA state that a key component of its grant is to hire outside support to analyze current expenditures to identify resources that can be reallocated in order to sustain professional educator programs (pg. 54).		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	10
Comments: The applicant has developed a proposal that includes a five year plan. The plan		

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13B

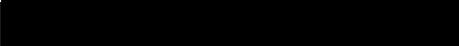
identifies hiring consultants who will work with the district during the five year grant. The consultant will also assist with the implementation of the plan (pgs. 54 & 55).		
TOTAL	20	20

Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)

<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grants project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe—</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>© The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	Total Possible	Assigned Score
	20	10
<p>Comments:</p> <p>The applicant supports the idea that a performance based salary structure is appropriate for high need schools by awarding bonuses for educators who work in those setting. Further, the application explains that additional funding will come from their general budget.</p> <p>The application indicates limited evidence of the overall evaluation ratings to determine educator salaries and does not provide how the LEA will use TIF funds to support the salary structure. A more detailed plan or budget proposal would have been helpful in explaining the extent in which the proposed system is feasible (pp 57-60).</p>		
TOTAL	20	10
GRAND TOTAL	220	190

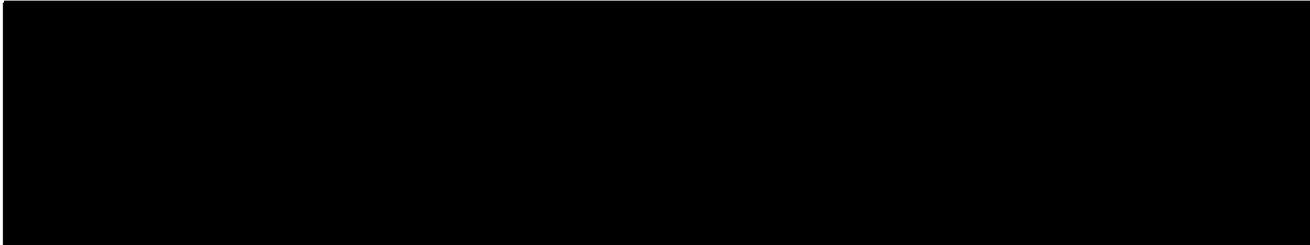
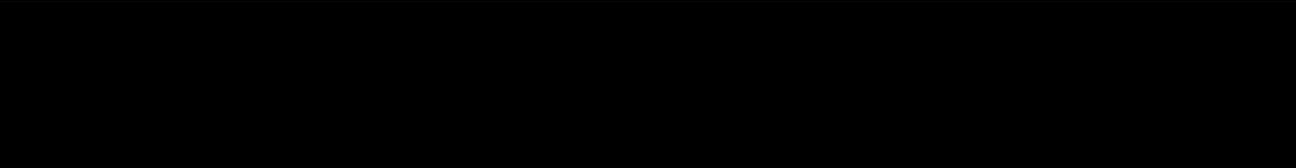
The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven, City of (Inc.), CT

Reviewer Code: 13B



The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven Public School System

Reviewer Code: 13 C

SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System

(HCMS). (45 points) We will consider the quality and comprehensiveness of each participating LEA’s HCMS as described in the application. In determining the quality of the HCMS, as it currently exists and as the applicant proposes to modify it during the grant period, we will consider the extent to which the HCMS described in the application is--

<i>Factor/Sub-criterion</i>	Total Possible	Assigned Score
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and	10	10
<p>Comments</p> <p>The LEA notes that a clear vision with meaningful direction, especially with engaging the educators who participate collaboratively in the process, will give the project a better chance for success. As a result of a clear vision and collaboration, there is a greater chance of positively affecting student growth. (p. 2)</p>		
<p>(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by (35 points)—</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p>	35	35

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven Public School System

Reviewer Code: 13 C

<p>(iv) The commitment of the LEA’s leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>		
---	--	--

Comments

(2)

(i)

The applicant proposes to build a comprehensive cadre of educators across all facets of its Local Education Agency (LEA) who will be evaluated based on performance to enhance student growth. The applicant indicates how the PEP (Planned Educator Program) will influence evaluation and systems to improve all educator performance. The LEA’s plan is to improve pre-service teacher selection and training, and, as a result, impact future performance. The LEA then plans to effect educator performance across forty-six of its high needs schools which could effectively impact every student in a high need setting. (pp. 5, 7 and 12)

(ii)

The applicant’s Project Abstract stipulates that the PEP is the cornerstone for building a comprehensive HCMS (Human Capital Management System) which will affect all human capital decisions. The plan documents how educator effectiveness determines the process by which human capital decisions are made, raising the potential to impact additional compensation models. (p. 16)

(iii)

The applicant has the foundation for a HCMS based on educator performance and the support of union groups through collective bargaining. Because the LEA already has buy-in from these important educator groups, a high quality evaluation system has a high potential to impact educator effectiveness. This process will be used to help improve instruction to enhance student learning. The LEA has purchased the TalentEd online platform to streamline paperwork and tracking. Through these actions the LEA has created a feasible basis for a comprehensive HCMS. (p.16)

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven Public School System

Reviewer Code: 13 C

(iv)

Support from leadership and all entities is essential to an initiative's success. Reginald Mayo, the current superintendent, has been in his position since 1992, the time during which the initial PBCS was established. Assistant Superintendent Garth Harris is the chief contact for the grant. The applicant has letters of support from the union groups. This type of support from leadership and all educator groups gives the LEA a better chance to fully develop a comprehensive human capital management system. (See Biographies and Letters of Support)

(v)

The LEA details evidence of the most currently available data under the School Lunch Act to qualify 46 of its 47 schools as high need schools. The applicant's PEP will award bonuses to educators working in high-need schools, especially those serving targeted schools where the needs are most evident according to the district's criteria. The applicant's PEP illustrates thoroughness in addressing both financial and career ladder rewards. The Talent Council (p. 59) is comprised of both teachers and administrators who will oversee the grant process. Although the Talent Council will be compensated, its charge will be to enhance educator effectiveness through the Talent Council Office. Establishing the Talent Council illustrates a strong commitment on the part of the applicant to share the responsibility and rewards of working towards a more comprehensive HCMS and PBCS affecting educator recruitment, evaluation, and retention, thereby attracting high quality educators to work in high need schools. (p. 58-59 and Required Attachment #2)

TOTAL	45	45
--------------	-----------	-----------

SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points) We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven Public School System

Reviewer Code: 13 C

<p>Comments</p> <p>The applicant states that an evaluation rubric is currently in place for teachers and that a similar rubric is designed for administrators, both of which illustrate levels of competency necessary for high quality evaluations. These rubrics and companion evaluation systems can support a clear direction for all educators seeking to meet their own professional development needs, as well as aiding their evaluators in directing and coaching educators to meet standards of excellence. (pp. 21 and 22)</p>		
<p>(2) Each participating LEA has presented (4 points)--</p> <ul style="list-style-type: none"> (i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and (ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments; 	<p>4</p>	<p>2</p>
<p>Comments</p> <p>2</p> <p>(i)</p> <p>The instructional manager and teacher work together to establish levels of growth for students which is measured at least two or more times during the school year. This process aids the teacher in supporting and teaching to a student's differentiated performance levels, thus capturing the needs of every student. The instructional manager works with teachers to assign levels of growth including, exemplary, strong, effective, developing, and needs improvement, giving weight and credence to the process. The levels of growth need to be explicated, defining the levels more clearly. (pp. 24-25)</p>		

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven Public School System

Reviewer Code: 13 C

<p>(ii)</p> <p>The strength of the applicant’s plan to improve student learning competencies through more training using TalentEd is not readily apparent. Lack of current research on best practices weakens the applicant’s rationale for choosing TalentEd to track student growth. It is important to base practices on current research to make the best decisions for educators, and subsequently, student performance. (p. 37) The LEA does, however, include graphs and charts which illustrate student growth competencies which could help guide the process. (p.27)</p>		
<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	<p>13</p>	<p>7</p>
<p>Comments</p> <p>(3)</p> <p>The applicant gives an explanation of the evaluation procedures currently in place. The evaluation procedures are explicitly defined for teacher evaluations. The LEA lists the teacher observer, the number of times the teacher will be observed, and other facets of the teacher evaluation process. However, the future plan for a substantive change in developing a quality plan for principal observations is not as clearly defined. The Director of Instruction will evaluate principals, but the other pieces of the principal observation process will be defined at a later time. (pp. 26-39)</p>		
<p>(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p>	<p>4</p>	<p>4</p>

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven Public School System

Reviewer Code: 13 C

<p>Comments</p> <p>The applicant demonstrates experience measuring student growth at the classroom level with classroom teachers and their instructional managers setting goals for individual students and measuring the student’s growth at least twice during the school year. (pp. 22 and 23) The applicant demonstrates the levels of competency necessary for high quality teacher and principal evaluations in rubrics it’s already developed. Measuring student growth levels is in place already, positively affecting the components of the educator evaluation system.</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) —</p> <p>(i) Bases the overall evaluation rating for teachers, in significant part, on student growth;</p> <p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>	<p>6</p>	<p>3</p>
<p>Comments</p> <p>(5)</p> <p>(i)</p> <p>The applicant implies that the TEVAL (Teacher Evaluation) system will stay as an integral part of the teacher evaluation systems. Even though this evaluation system is proven to produce consequences in eliminating unsuccessful teachers and principals, the applicant lacks evidence to support that a successful teacher’s evaluation is based, in significant part, on student growth. (p. 31)</p> <p>(ii) The applicant lacks a plan for addressing the evaluation of teachers who teach special student populations. The chart embedded on p. 26 stipulates the “what” but does not address the “how” in measuring student growth in special populations.</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)</p> <p>(i) Bases the overall evaluation rating on, in significant part, student growth; and</p>	<p>6</p>	<p>3</p>

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



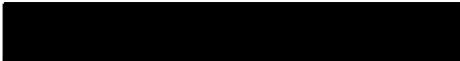
Applicant Name: New Haven Public School System

Reviewer Code: 13 C

<p>(ii) Evaluates, among other factors, a principal's practice in-- (A) Focusing every teacher, and the school community generally, on student growth; (B) Establishing a collaborative school culture focused on continuous improvement; and (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>		
<p>Comments</p> <p>(6)</p> <p>(i)</p> <p>The applicant implies that the PEVAL (Principal Evaluation system, will stay as an integral part of the principal evaluation systems. Even though the evaluation system is proven to produce consequences in facilitating the exodus of principals, the applicant lacks evidence to support that a successful principal evaluation is based, in significant part, on student growth. The primary goal of a successful PBCS should be to increase student growth. (p. 35-36)</p> <p>(ii)</p> <p>The applicant is vague on how a principal, in practice, will create a collaborative school culture based on continuous improvement. The applicant lacks a plan for addressing the evaluation of principals in supporting the needs of special student-population. It is not completely clear how the applicant intends to create a culture to meet the needs of all students. (p. 36)</p>		
<p>TOTAL</p>	<p>35</p>	<p>21</p>

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven Public School System

Reviewer Code: 13 C

SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points) We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8
<p>Comments</p> <p>The applicant will utilize TalentEd in conjunction with the PEP effort to support data and meet individual skill needs of educators. Collecting this data will better enable the applicant to pinpoint educators' specific skill-set needs for improvement or promotion to other positions in the district. (p. 39)</p>		
(2) Provide professional development in a timely way (2 points);	2	1
<p>Comments</p> <p>The applicant is vague about how it will provide professional development in a complete and timely way based on educators' needs. Refining the evaluation process to enumerate and time the observations and evaluations would help observers and educators to more effectively facilitate professional development planning based on need. (p. 40)</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	3
<p>Comments</p>		

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven Public School System

Reviewer Code: 13 C

<p>The applicant addresses job embedded professional development through encouraging educators to participate in Instructional Rounds, which allows visitation to other schools for teachers and principals. However, the applicant’s job embedded professional development plan lacks specificity beyond the Instructional Rounds (p. 40)</p>		
<p>(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).</p>	<p>20</p>	<p>15</p>
<p>Comments</p> <p>The applicant will utilize TalentEd, using data to match teacher needs with Teacher Leaders and other resources, targeting what specific professional development is needed for individual educators. In addition the LEA’s Talent Office will use data from TalentEd to identify teacher needs quickly. Specific professional development based on improving student growth was not addressed. Much of the LEA’s description of the professional development program described what the educators will do, rather than what the professional development program will impact. (p. 39)</p>		
<p>TOTAL</p>	<p>35</p>	<p>27</p>

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven Public School System

Reviewer Code: 13 C

SELECTION CRITERION (d) Involvement of Educators. (35 points)

We will consider the quality of educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems described in the application. In determining the quality of such involvement, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	10
<p>Comments</p> <p>The applicant provides evidence of educator involvement of the PBCS and educator evaluation systems were addressed through the Collective Bargaining Agreements from the New Haven Federation of Teachers and School Administrators Association of New Haven Connecticut. Deep collaboration among all stakeholders appears to permeate several initiatives throughout the LEA which creates the conditions for success in creating and sustaining a PBCS. (p.42)</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	25
<p>Comments</p> <p>The applicant provided evidence of future support through a letter from the President of the New Haven Federation of Teachers (dated July 27, 2012). The applicant also provided evidence of principal support, as illustrated in the Survey to the Principals in Appendix MA3. In addition, it is agreed that the members of the Talent Council will be comprised of three teachers and three administrators in developing the components of the PBCS. (p.44)</p>		
TOTAL	35	35

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven Public School System

Reviewer Code: 13 C

SELECTION CRITERION (e) Project Management. (30 points)

We will consider the quality of the management plan of the proposed project. In determining the quality of the management plan, we will consider the extent to which the management plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>The applicant documents the roles and responsibilities of key personnel including three administrators, three teachers, and the Assistant Superintendent (the Talent Council) who will participate in the implementation the TIF 4 Grant. Other key personnel involved in the roles and responsibilities of the management plan include other ad hoc and sub-committee members who may also be involved in managing the proposed project. (p. 44)</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The applicant stipulates adequate human resources through the creation of the Talent Office headed by the Talent Office Director to complete project tasks. (p. 44)</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	2
<p>Comments</p> <p>Although the applicant describes how it will create a data analyst position for collecting information which will impact future decision-making, there are no specific performance measures mentioned. Measurable objectives and performance measures are an essential basis for the PBMS. (p. 46)</p>		
(4) Includes an effective project evaluation plan (5 points);	5	3
<p>Comments</p> <p>The applicant addressed an evaluation plan in general terms; however, the proposal lacks specificity in</p>		

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven Public School System

Reviewer Code: 13 C

the evaluation program. The LEA needs to more clearly define internal performance, external monitoring, and external evaluation requirements as listed in the management plan. (p. 50)		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	8	7
<p>Comments</p> <p>The applicant detailed a timeline for the first year of the grant, along with establishing the Talent Office Team in year two. The full implementation after year two is not clearly delineated. (p. 53)</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	2
<p>Comments</p> <p>(5)</p> <p>(ii)</p> <p>Although the applicant presented a timeline, the applicant was unclear in explaining tasks after the first year of the grant. (p. 53)</p>		
TOTAL	30	22

SELECTION CRITERION (f) Sustainability. (20 points)

We will consider the quality of the plan to sustain the proposed project. In determining the quality of the sustainability plan, we will consider the extent to which the sustainability plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and	10	10

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven Public School System

Reviewer Code: 13 C

after the grant period (10 points);		
<p>Comments</p> <p>The applicant made a commitment through collective bargaining to sustain a PBCS. In addition, the applicant is willing to reassess its current financial situation to reallocate funds to the project. (p. 54)</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	10
<p>Comments</p> <p>As previously noted, current Superintendent Reginald Mayo has been in his position since 1992, the time during which the initial PBCS was established. The Superintendent's commitment to the process is evident through his longevity, establishment of similar initiatives, and relationship with bargaining member groups. (p. 42) Evidence of educator involvement of the PBCS and educator evaluation systems were addressed through the Collective Bargaining Agreements from the New Haven Federation of Teachers and School Administrators Association of New Haven Connecticut. The applicant has begun the PBCS without the grant which is a strong indication that the PBCS can prevail after the grant period ends.</p>		
TOTAL	20	20

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven Public School System

Reviewer Code: 13 C

Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Total Possible	Assigned Score
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries; (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and (c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	20	10
<p>Comments</p> <p>(a) (b) (c)</p> <p>Anticipated bonuses of up to \$5000 will be awarded to educators who work in high-need schools and earn various evaluation ratings. This supports the idea that a performance-based salary structure will attract educators to work in the neediest of schools (defined as Tier III schools) by first awarding bonuses to educators who work in those settings. The plan, however, lacks clarity in determining the sustainability and feasibility to support the salary schedule after the life of the grant. (p. 57)</p>		
TOTAL	20	10
GRAND TOTAL	220	180

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120047



Applicant Name: New Haven Public School System

Reviewer Code: 13 C

